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ABSTRACT

Ways in which black studies can be incorporated into junior high and secondary social studies classrooms are presented in this resource guide. Emphasis is upon presenting activities that include educational games, role playing, simulation, multi-media materials, and books. Five major sections provide: 1) a plan for an inquiry approach to a study of Black Africa, intended for students in grades 7, 9, and 10; 2) a plan to coordinate a specific U.S. history text with supplemental material along with a unit outline of this material and basic text; 3) the introduction of four areas of studying --voting, housing, education, and employment --and a list of suggested activities; 4) a list of activities for the development of an Afro-American program; and 5) an annotated list of fiction, non fiction, biographies, and autobiographies. (SJM)

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BLACK STUDIES

SOCIAL STUDIES

RESOURCE BOOK

HIGH SCHOOL

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DEPARTMENT OF THE ARMY
DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS, EUROPEAN AREA
APO 09164

AEUED-C

28 January 1972

SUBJECT: Black Studies Resource Book for USDESEA Secondary Schools

See Distribution

1. During the week of 26-30 April 1971, a committee of USDESEA teachers met in the Directorate to compile a black studies resource book for social studies teachers at the junior, senior high school level. The membership of the committee was as follows:

Mr. Ernest Butler, Munich High School
Mr. Larry Dodd, Karlsruhe High School (Chairman)
Mr. John Egan, Upper Heyford High School
Mr. Bernard King, Augsburg High School
Miss Joan Maas, Karlsruhe Elementary School
Mrs. Elaine Miller, Heidelberg High School
Mr. Arthur McCoy, Frankfurt High School
Mr. Horace Scott, Giessen Junior High School
Mr. Robert Tryon, Heidelberg High School
Mr. Carl Dwight, Kaiserslautern High School

2. The purpose of this resource book is to provide some suggested ways in which black studies may be incorporated into social studies classes.

3. A feedback sheet has been included for those of you who wish to contribute some ideas or activities that have proved useful to you in your classes. These should be forwarded to the Curriculum Coordinator Social Studies, Directorate, USDESEA, APO 09164.

FOR THE DIRECTOR:

EDWARD C. KILLIN
Deputy Director

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PART I - BLACK AFRICA: ONE APPROACH

The following plan for social studies teachers grades 7, 9, and 10 may be used to greater emphasize a study of Black Africa:

a. An inquiry approach is used. A possible focus question would be: What is typically Black African? Student-teacher discussions could be directed toward the following areas:

(1) Geography and people.

(2) Tribalism and the extended family.

(3) Symbolism, superstitions, traditional African religions.

(4) The Christian and Moslem religions.

(5) African art, literature, music, folklore, recreational activities, and dance.

(6) Intercultural exchanges between countries of the Eastern and Western Hemispheres and Black Africa.

(7) Economic, political and social structures.

b. Activities that would be helpful in exploring the above areas are:

(1) A possible way of introducing the unit would be to have students write a paper on what they would expect when touring Africa. This would be helpful in determining the amount of facts as opposed to myths that a student has about Africa.

(2) Form a model Organization of African Unity (OAU). Divide the class according to African geographical divisions (East, West, Central, etc.). Given the description of each area (economic, social, political, etc.), the students are to interact as representatives for these areas in order to develop such themes as Pan Africanism, Nationalism, Regionalism, etc.

(3) Play the game Kalaha with the use of egg cartons and marbles. The game was originated approximately 7,000 years ago in the Kalahari Desert and was played by digging pits in the sand and using rocks. Rules of the game are as follows:

(a) The two players sit behind two ranks of six pits on a board between them. Each pit contains three balls. Purpose of the game is to accumulate as many balls as possible in the largest bin (Kalaha) to each player's right.

(b) Each player in turn picks up all the balls in any one of his own six pits and sows them, one in each pit, around the board to the right, including, if there are enough, his own Kalaha, and on into his opponent's pits but not his Kalaha.

(c) If the player's last ball lands in his own Kalaha, he gets another turn.

(d) If it lands in an empty pit on his own side, he captures all his opponent's balls in the opposite pit and puts them in his own Kalaha together with the capturing ball.

(e) The game is over when all six pits on one side or another are empty.

(f) All balls in the pits on the opposite side go into the opponent's Kalaha, and the winner is he who has accumulated the most balls.

(4) Organize a debate - one party vs. two party political systems. Apply information to the region of Black Africa and discuss implications.

(5) Devise a language barrier game by selecting four different methods of reorganizing the English language (example "pig latin"). Write directions for each language on a piece of paper - one per student. Have the students draw the paper from a hat and assume the language. They are to try to communicate with one another to find those students belonging to their particular language group.

(6) Develop a role playing activity based on two concepts, extended family and family structure. Comparison can be made between the family and extended family structure of different cultural settings:

(a) Grandfather - role of importance of wisdom and worship; the need for subsistance from the family.

(b) Father - bread winner; leader of the family; dictates to the family.

(c) Mother - household work; supervises children.

(d) Daughter - usually dictated to by the mother.

(e) Son - concerned with work outside the house.

(f) First, second cousins, etc.

(7) Divide the students into four groups. Give each group a description (economic, geographic, etc.) of an area of Black Africa. They must make some type of instrument which would depict the area and/or develop a dance which will tell a story of their environment through movement and rhythm.

(8) Because of the participation of African countries in the United Nations, a model U.N. could be developed to explore Black Africa in the realm of international politics. Divide the students into groups representing geographic areas of the world. (i.e., Africa, Europe, Southeast Asia, etc.) How would Black Africa's contemporary problems fit into the international scene?

(9) Have selected students research Christian and Islamic religions. With the available data, investigate the effects of these two religions on the people of Black Africa. Have the students present their findings via a panel discussion.

(10) Have students write a letter to information agencies, various embassies and consulates requesting information concerning traditional religions and folklore/legends. Compare the obtained information to European and Western beliefs and superstitions.

(11) Have students research and prepare an analysis of "voodoo" beliefs.

(12) Compile a list of American games and their rules (the games cannot require expensive equipment). Mail the list to a Black African country (Ministry of Education). Ask for an African game list in return.

(13) Discuss how rumors tend to change in meaning and relate this information to unwritten history, folklore, superstitions.

(14) As a class, plan a modified African meal at a student's or teacher's home (the Home Economics teachers may be able to help). Explain or role play an African family at this time. Obtain information from Embassies at Bad Godesberg, Germany.

(15) Create a role-playing situation to investigate some of the problems which arise in a rapidly developing society. Africa like all other dynamic societies is involved in a cultural revolution. How can an emerging nation modernize without changing its traditional customs? A province in Nigeria recently passed a measure forbidding the playing of guitars. This move was designed to halt the infiltration of western rock music into the society. An interesting role-playing situation could revolve around the question, "Should Kofi be allowed to have a guitar?" Print the following information on cards and instruct the participants to play these roles:

(a) Role 1 - Father (Akwasi) a very proud individual who believes in strict discipline. His opinion is very definite. He feels that the traditional way of life is beautiful, has meaning, and is Africa. He is concerned with the possible loss of identity which is occurring with the influx of rock and rhythm and blues music. He resists compromise.

(b) Role 2 - Mother (Noyama) is a very wise, shrewd woman whose point of view is simple. She recognizes the beauty of traditional customs but sees the inevitability of change. She would like to see some compromise.

(c) Role 3 - Son (Kofi) is a strong-willed and progressive-minded youth, who not only wants to learn the guitar, but also is against the traditional customs because he regards them as backward and primitive.

(d) Role 4 - Daughter (Modesa) has a viewpoint similar to her mother's, but leans heavily toward her brother's ideas.

(16) After studying the economic problems of countries like Togo, Dahomey, Nigeria and Ghana, debate the following issues:

(a) Resolved - The West African nations would be better off today if they had not demanded immediate independence.

(b) Resolved - The legacy of colonialism is a stumbling block to West Africa's progress.

(c) Resolved - Intense nationalism is a force for evil in emerging African nations.

(17) Create group projects on major tribes in Africa. First have the class devise a list of criteria for studying any cultural group. Some sample questions might be: How do the people make their living? Where are the people located? Who makes the decisions? What are the normal standards of behavior? Are there any significant features peculiar to this group? After completing the list, the class is divided into five or six groups. One method of selection might be to have students draw the names of the tribes at random. Then each group would be assigned the task of gathering data to answer as many of the questions on the list as possible. Tribes which might prove interesting are: Ashantis, Ibo, Yoruba, Hausa, Fulani, Wolof. After completing the information and analyzing the general features of the selected tribes other follow-up activities might be conducted. Examples are:

(a) Have panel discussion with representatives of each tribe discussing important issues.

(b) Have mock discussions involving tribes with current problems.

(c) Excellent group efforts might be shared with other groups and classes.

(18) Research the lives, ideas and philosophies of important Black African leaders today - Joseph Mobuto, William Tubman, Sekou Toure, Jono Kenyatta, Julius Nyerere.

(19) Compare the reasons for the failure of Abubakas Bolewa in Nigeria and Kwame Nkrumah in Ghana.

(20) Make a Who's Who in Africa today. Display pictures and current articles concerning these men.

(21) Investigate the influence of traditional African tribal art on the Western art school known as "primitivism."

(22) Find several examples of African art for display and then attempt to find common elements. Can one find these same elements in other aspects of African cultures?

(23) Have students hand clap rhythm patterns to demonstrate the complexity of African rhythms.

(24) Have students listen to records by Meriam Makeeba or other African folk singers. Students may then try to sing these songs and other African songs.

(25) Students should listen to the album "What is Jazz" by Leonard Bernstein in order to hear the influence of African music on American jazz.

c. The following materials should be helpful for the above unit or for other units devised by teachers. It should be noted, however, that some materials are located only in certain districts. Some schools may have other materials that are more apropos and teachers should feel free to substitute:

(1) 16 mm Films:

(a) Africa: An Introduction (18 minutes IJS) in all district IMC's.

(b) African Continent: An Introduction (16 minutes IJS) in all district IMC's.

(c) African Continent: Northern Regions (11 minutes IJ) in district IMC's 6/8, 13, 7, 9, 10.

(d) African Continent: Southern Region (11 minutes IJ) in district IMC's 6/8, 13, 7, 9.

(e) African Continent: Tropical Region (13 minutes IJ) in district IMC's 6/8, 7, 9, 10, 11, 13.

(f) Black and White in South Africa (27 minutes S) in all district IMC's.

(g) Dr. Leaky and the Dawn of Man (26 minutes JS) in all district IMC's.

(h) Imperialism and European Expansion (13 minutes JS) in district IMC's 4, 7, 11.

(i) Of Black America - Black World (53 minutes IJS) in all district IMC's.

(j) Of Black America - In Search of a Past (53 minutes IJS) in all district IMC's.

(2) Tapes for instruction, USDESEA Pamphlet 621-715, 1 February 1971, lists the following titles:

(a) Section 1: Education - Item 9: International Tape Exchange. Explains the purposes and values of the International Tape Exchange program and suggests methods of initiating a tape exchange.

(b) Section 10: Social Studies: American Government and International Relations: Item 13: The United Nations.
Item 16: The United Nations, Instrument of World Peace.
Item 26: The Portuguese in Africa
Page 50: Ways of Mankind (12-30 minute tape) - An exploration into the origin and development of cultures, customs and folkways in various parts of the world, and analysis of the cultural rather than the biological basis for the variations of behavior between one people and another.

(3) USDESEA Recommended Listing of Audio Visual Materials for School Year 1972-73 catalog should be reviewed by school staffs for individual school purchases.

(4) The following sources will yield valuable information concerning the role of black people in the ancient kingdoms:

(a) From Slavery to Freedom, by John Hope Franklin (chapters 1-3)

(b) Before the Mayflower, by Lerone Bennett, Jr. (chapters 1-2)

(c) A Short History of Africa, by R. Oliver and J. D. Fage.

(5) Comparisons of African Kingdoms of the Middle Ages, European Kingdoms of the Middles Ages, and Eastern Kingdoms of the Middle Ages can be found in the following references:

(a) From Slavery To Freedom, by John Hope Franklin.

(b) Before the Mayflower, by Lerone Bennett, Jr.

(c) A History of Africa South of the Sahara, by D. Widener.

PART II - U.S. HISTORY AND BLACK STUDIES INTEGRATED

The following plan identifies supplemental USDESEA material that can be used in conjunction with the 11th grade U.S. history text Modern America published by Laidlaw Brothers, as well as a unit-by-unit outline of this material and the basic text. Although this material is for the 11th grade, it can be used as background reading for 8th grade teachers.

a. Annotated Supplemental USDESEA Material:

(1) Teacher's Guide to American Negro History, by William Loren Katz. Since 1968, Mr. Katz' book has been the basic handbook for teachers, schools, and libraries, and the first to offer a complete plan for integrating American history curriculum. It provides up-to-date bibliographic and audio-visual information, a core reference library, and specific guidelines and objectives for classwork. All the information is arranged in an easy adaptable framework for the teacher according to chronological units of study in American history. The use of this guide will help to offset the fact that Negroes are generally ignored in American history textbooks. Mr. Katz explains why isolated single-lesson approaches to American Negro history are artificial and self-defeating, and instead shows teachers how to "integrate" the material into each unit of their regular courses. There is a list of basic reference works, and a series of major periods from exploration and colonization to the current civil rights movement. Each provides key dates, a short review of Negroes acting and acted upon at the time, and a bibliography covering a range of grade levels, with emphasis on paperbacks. Sources of cheap and free material, and additional reading lists are appended. (This book is available 1 per US History Teacher, Grade 11, and should be read by teachers interested in updating their knowledge of American Negro History.)

(2) The Negro in American Life, by Richard C. Wade. Part of "The Life in America Series," this book provides an outstanding selection of primary source writings and documents presented in chronological order. Included are excerpts written by such people as Frederick Douglass, Nat Turner, Booker T. Washington, Richard Wright, Martin Luther King, Jr., Louis Lomax, James Baldwin and Malcolm X. This book also includes parts of such important documents as the Emancipation Proclamation, the Plessy v. Ferguson Case, the Brown v. Board of Education Supreme Court decision, and the Civil Rights Act of 1964. Students who have used this book find the reading selections to be interesting, informative, and a very good addition to the basic text. Questions on each chapter are provided for essay or discussion purposes at the end of the book, and bibliographies are listed throughout. These books are available 10 per US History teacher, Grade 11.

(3) The American Negro, by Rugford W. Logan and Irving S. Cohen. The authors of this book believe that a better understanding of American history - and of the role of Negroes in that history - can do much to close the gap now dividing the American people. Therefore the authors

attempt to examine the historical forces which shuttered a rich cultural heritage, condemned millions to a brutal system of human bondage, and deprived their "free" descendants of basic human rights. It then turns to the struggle of America's largest minority group to secure meaningful first-class citizenship. This book is a history of Black America written in a chronological manner and is most useful in "filling in the gaps" which exist in the Laidlaw Modern America 11th grade US history text. Section check-ups and chapter reviews are provided throughout, and a topic bibliography and index are included. This book is available 1 per JHS/HS library and 10 per US History teacher, grade 11.

(4) From Slavery to Freedom, by John Hope Franklin. This book provides penetrating depth and insight into the study of the Negro in the New World. It has a very complete topic bibliography, and provides an index which enables one to find information on the American Negro. It is an outstanding source for research, and is extremely useful for lecture material notes and classroom readings. This book is available 1 per JHS/HS library in USDESEA schools and also can be purchased in paperback from Stars and Stripes.

b. The following outline correlates the basic text, Modern America and the previously mentioned supplemental materials.

(1) Readings for Unit I (A New World and A New Nation) from Modern America:

Chapter 1: Colonization in North America - pages 14-43.

Chapter 2: Colonial Development - pages 43-61.

Chapter 3: Disagreements, Revolution and Independence - pages 61-97.

Chapter 4: A New Nation - pages 97-120.

(2) Readings from Supplemental Materials for Unit I:

Katz - Unit 1: Exploration and Colonization of the New World 1442-1776 - pages 51-57.

Unit 2: Birth and Growth of a New Nation 1776-1815 - pages 58-63.

Wade - Part 1 - Selected Readings:

Chapter 1: Voyage to Slavery - pages 9-18.

Chapter 2: Life Under Slavery - pages 19-35.

Logan - Chapter 1: Ancestors of American Negroes Build Civilization in Africa - pages 1-21.

Chapter 2: The Century Before Jamestown - pages 22-39.

Chapter 3: Slavery Develops in English America: 1619-1790 - pages 40-65.

(3) Readings for Unit 2 (Growth and Change) from **Modern America**:

Chapter 5: The Federalist Era - pages 122-143.

Chapter 6: The Growth of a National Spirit - pages 144-164.

Chapter 7: The Nationalist Era - pages 165-191.

Chapter 8: The Jackson Years - pages 192-209.

Chapter 9: The March of The American Mind - pages 210-229.

(4) Readings from Supplemental Materials for Unit II:

Katz - Unit 4: The South During Slavery - pages 71-79.

Unit 5: The Development of the Free North - pages 80-85.

Wade - Chapter 3: Rebels and Runaways - pages 36-58.

Logan - Chapter 4: In The House of Bondage: 1790-1861 - pages 66-95.

(5) Readings for Unit III (The Building of Nationalism) from Modern America:

Chapter 10: Manifest Destiny - pages 232-251.

Chapter 11: The House Divided - pages 252-274.

Chapter 12: The Civil War - pages 271-307.

Chapter 13: The Union Restored - pages 308-329.

(6) Readings from Supplemental Materials for Unit III:

Katz - Unit 3: The Westward Movement - pages 64-70.

Unit 6: Sectional Strife Leads to Civil War - pages 86-94.

Unit 7: The Civil War - pages 95-102.

Unit 8: Reconstruction, 1865-1877 - pages 103-111.

Wade - Chapter 4: Emancipation and Civil War - pages 59-73.

Chapter 5: Reconstruction and Reaction - pages 74-79.

Logan - Chapter 5: The Nation Divided, 1861-1877 - pages 96-125.

(7) Readings for Unit IV (Building an Industrial Nation) from Modern America:

Chapter 14: Passing of the Frontier - pages 332-348.

Chapter 15: Linking the Nation Together - pages 349-373.

Chapter 16: Industrialization and Big Business - pages 373-389.

(8) Readings from Supplemental Materials for Unit IV:

Katz - Unit 9: The Growth of Industry and Labor - pages 112-118.

Unit 10: The Last Frontier of Farmers and Cowboys - pages 119-125.

Wade - Chapter 5: Article 3, A Program of Negro Betterment, Booker T. Washington - pages 88-96.

Logan - Chapter 6: Like Strangers in the Land: 1877-1901 - pages 126-152.

(9) Readings for Unit V (Crisis and Reform) from Modern America:

Chapter 17: The Beginnings of Reform - pages 392-409.

Chapter 18: Protests and Politics; 1884-1900 - pages 410-426.

Chapter 19: The Progressive Era - pages 427-448.

Chapter 20: Culture Reflects the New Society - pages 449-481.

(10) Readings from Supplemental Materials for Unit V:

Katz - Unit 2: An Era of Reform and Progress: 1900-1916 - pages 126-134.

Wade - Chapter 6: Voices of Protest - pages 108-119.

Logan - Chapter 7: Rising Voices of Protest: 1901-1933 - Article 1 - pages 153-165

(11) Readings for Unit VI (American and World Involvements) from Modern America:

Chapter 21: The United States and World Affairs: 1880-1916 - pages 484-505.

Chapter 22: The United States and World Affairs: World War I - pages 506-527.

Chapter 23: The Golden Twenties: Prosperity and Depression - pages 528-547.

Chapter 24: Franklin D. Roosevelt and the New Deal - pages 548-575.

Chapter 25: The United States and World Strife: 1931-1939 - pages 576-597.

(12) Readings from Supplemental Material for Unit VI:

Katz - Unit 12: World War I and the Prosperity Decade - pages 135-143.

Unit 13: Depression and the New Deal - pages 144-150.

Wade - Chapter 6: Toward Full Equality: Since 1900 - Articles 5-7 - pages 119-128.

Chapter 7: The Rising Tide - Articles 1-3 - pages 129-141.

Logan - Chapter 7: Rising Voices of Protest: 1933-1961 - Articles 2-3 - pages 166-182.

Chapter 8: Behold the Promised Land: 1933-1955, Article 1 - pages 183-199.

(13) Readings for Unit VII (A World in Turmoil) from Modern America:

Chapter 26: World War II and the United States - pages 600-626

Chapter 27: Power and Responsibility in a Troubled World: 1946-1960 - pages 627-656.

Chapter 28: The United States in 1960's - pages 657-683.

(14) Readings from Supplemental Material for Unit VII:

Katz - Unit 14: World War II and After, 1941-1953 - pages 151-158.

Unit 15: America's Civil Rights Revolution - pages 159-173.

Wade - Chapter 7: The Rising Time - Article 4 - pages 141-143.

Chapter 8: Roads to the Future - pages 144-172.

Logan - Chapter 8: Behold the Promised Land: 1933-1955, Articles 2-4 - pages 199-227.

Chapter 9: Toward Freedom: Since 1954 - pages 228-265.

c. Suggested Activities: The following list of activities are suggestions that teachers may utilize to integrate Black Studies into the existing curriculum at the 11th Grade:

(1) Early in the school year, student interest may be stimulated by class discussion of racial problems existing in their everyday lives (i.e. racial problems or conflict within the school, the community or other areas of the world). List problems that students suggest upon a chalk board and then lead a class discussion on the various ways in which these problems are exhibited and why they exist. From this discussion, the students should begin to ask questions concerning the history of racial conflict. At this point, the Black American experience is open to review. The next step would be to continue the development of this experience throughout the duration of the course.

(2) Show the film Of Black America - A Black History: Lost, Stolen or Strayed, narrated by Bill Cosby, and available from the district IMC. This film provides an introduction to the problem concerning the white man's neglect of the Black man's role in American History, briefly traces this role historically, and ends by posing a number of questions that will greatly motivate student interest and participation. This film is one of the series, Of Black America, all of which should be scheduled for showing at various intervals throughout the course.

(3) Students should be encouraged to read as many books other than the basic text as possible. After the students have been exposed to an interest-building activity concerning Black American history and experiences, provide them library time to select a book which deals with a particular aspect of this history. The research can be put to use in the following ways:

(a) Individual classroom oral or written reports.

(b) Debates, i.e. Resolved: As slaves, most Blacks evolved into a higher stage of civilization than the one in Africa from which they were taken.

(c) Panel discussions: Various groups within the classroom could be assigned a particular aspect of a given question, research their part, and present it to the class.

(d) Guest Speakers: Invite people who have been closely associated with civil rights work, Black Studies curriculum and course development or related activities, to speak to your classes on topics which you have been discussing. Be sure and get speakers to represent all views.

PART III - BLACK STUDIES AND U.S. GOVERNMENT:

SOME POSSIBILITIES

The following four areas - voting, housing, education and employment - are areas that are constantly in today's news. Decisions are made in these areas everyday that affect the lives of all Americans. Each area

is briefly introduced and a list of suggested activities is provided. Although these areas and activities can appear at any place in a teacher's planning, they do coincide with the content found in Chapter 6 of the text American Government.

a. Voting: The principle of universal suffrage in America took 300 years to establish. Only male property owners were qualified to vote during the first fifty years of U.S. History. Extension of this right came about gradually.

(1) Research provisions of the U.S. Constitution that have to do with voter qualifications (Article 1, Section 2, and Amendments XIV, V, VII, IX, XXIV). If only one adult in 30 was eligible to vote in the first election held after ratification of the Constitution, how can the language of the Constitution, "We the People of the United States," be explained?

(2) Research the Reconstruction State governments. Discuss the following: What were the goals of the Freedmen's Bureau? What problems faced the Freedmen and how did the Freedmen's Bureau help in solving them? What were the Black Codes and how did Congress react to them?

(3) Set up a Freedmen's Bureau in your class and role play various problems with which it may have been faced.

(4) Have an "on the spot" interview at a newly opened office of the Freedmen's Bureau.

(5) Research the various techniques used to disenfranchise Negroes, such as the grandfather clause, poll tax, literacy tests, and white primary.

(6) Trace Supreme Court decisions relating to each disenfranchisement technique. Role play a Supreme Court decision-making session relating to these cases. Has the court ever been guilty of permitting discriminatory voting laws and practices?

(7) Hold an election for class president after devising actions to disenfranchise certain segments of the class. Use strategies similar to the grandfather clause, poll tax, etc.

(8) If possible, obtain copies of various state literacy tests and administer them to your class. How did the states administer these tests?

(9) Devise a literacy test that is impossible for class members to pass. Administer tests and discuss how such tests were used to keep Blacks from voting.

(10) Investigate the voting rights sections of the Civil Rights Acts of 1957, 1960, 1962 and 1964. If the 15th Amendment prohibits states from denying the right to vote "on account of race, color, or previous condition of servitude," why were such civil rights acts necessary?

(11) Research the Voting Rights Act of 1965. With all the previous legislation on the right to vote (15th Amendment, The Enforcement Act of 1870, and the Civil Rights Acts of 1957, 1960, 1962 and 1964), why was another act considered necessary?

(12) Develop a time-line of advances in voting rights in the U.S.

(13) Make a graph illustrating percentages of Black registered voters in the south before and after the Voting Rights Act of 1965.

(14) In a role-playing situation, interview members of groups both for and against disenfranchisement of the Negro voter.

(15) Role-play a Civil Rights worker in the South involved in voter registration. What were some of the problems facing these workers? Why did they consider this task so important? How were they received by various groups?

b. Housing: "Housing discrimination is perhaps the most ubiquitous and deeply rooted civil rights problem in America." So reads the conclusion of the 1963 United States Commission on Civil Rights. Seemingly, segregated housing is the rule in the United States rather than the exception. Segregated housing occurs because of economic and psychological factors. Because of the effects of segregated housing, the federal and state governments have become more involved in the area of housing discrimination.

(1) Report on the Civil Rights Act of 1866. Why was the right to acquire, use, and dispose of property included in this act? See Franklin, From Slavery to Freedom.

(2) Report on how Title VI of the Civil Rights Act of 1964 and the Federal Housing Act of 1965 affected discrimination in housing.

(3) Research and report on fair housing legislation adopted in different states and on the power of the state to pass and enforce this legislation.

(4) Divide class into groups opposed to and in favor of fair housing legislation. Debate issues.

(5) Discuss effects of federal housing statutes enacted since 1937 when President Roosevelt claimed that one third of the nation "was ill-housed."

(6) Report on programs intended to assist the poor during the depression. Did Blacks face any discrimination in these programs?

(7) In a role-playing situation, form a task force and meet with the President, Governor, or Mayor to advise him on the most urgent problems concerning Black Americans in the area of housing. Give your suggestions on the best way to solve these problems.

(8) Role-play a married couple. You are apartment hunting and have just been refused rental. You believe this refusal is based solely on grounds of color. What steps could you take in legal protest?

(9) Role-play a small town Southern sheriff who has received an application from a Civil Rights group asking permission to use the city hall for a peaceful meeting to protest discriminatory hiring practices in town. How might he react? In the past, what have been some of the methods used to prevent such types of gatherings? How might the sheriff react if militant white groups such as the KKK asked for a permit to use the town hall?

c. Education: The U.S. public educational system developed in accordance with the idea that all children are entitled to an equal opportunity for a good education and an education at public expense. During the period of Colonial America, the tasks of education were shouldered, generally speaking, by the family, private schools and the various churches. As the U.S. grew, such acts as the Land Ordinance of 1785 and the Northwest Ordinance of 1787 were passed, both of which included provisions relating to education. The period of 1860-1915 was characterized by extended public support, by a rapid increase in the number of students attending public educational institutes and an increase in educational institutions. The federal government, in providing educational opportunities, became more deeply involved during the period from 1915-1970.

(1) Have a student or a group of students report on the pre-Civil War South's educational system. A good student reference would be John Hope Franklin's From Slavery to Freedom.

(2) Basically, Reconstruction legislation attempted to improve the educational system in the South. What were the goals of the Freedmen's Bureau? Was it successful in providing for the educational needs of the freedmen? Have a student or a committee report on work of the Freedmen's Bureau, keeping in mind the above questions.

(3) Have students find out about Operation Head Start. Report on it.

(4) Compare and contrast the following statements or evaluate them individually:

Thomas Jefferson: "If a Nation expects to be ignorant and free, in a state of civilization,it expects what never was and never will be."

Horace Mann: "Education, then, beyond all other devices of human origin, is a great equalizer of the conditions of men."

John F. Kennedy: "Our progress as a nation can be no swifter than our progress in education."

(5) Research and report on the Plessy v. Ferguson case (1896); Brown v. Board of Education (1954).

(6) Trace the history of the "Separate and Equal" doctrine as established in Plessy v. Ferguson to its demise in Brown v. Board of Education.

(7) The following topic may be used for a panel discussion: Why has the transition from segregation to integration proved to be so difficult?

(8) Have a student report on the civil rights legislation as suggested by President Truman.

(9) The following excerpt is taken from Brown v. Board of Education: "Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the Armed Forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

A class discussion may be centered around the following questions: What is the role of education in America? Why did the Supreme Court declare that separate facilities are inherently unequal? Of what importance is it to all children to have equal opportunities? What effects does segregation have on educational opportunity?

(10) The Southern Manifesto was issued by Southern Congressmen and Senators two years after the Brown decision was announced. Have a student research this pronouncement and ask for reactions.

(11) An interesting book is John Steinbeck's Travels with Charley. Part four deals with the integration of a New Orleans elementary school. Have students read this description.

(12) Have students report on the immediate results of the Brown decision. Have students role-play an "On-the-Spot" interview that might have taken place in a Southern/Northern Community. Graph the number of schools in the south which have desegregated since 1965. The U.S. Civil Rights Commission Report will provide statistics.

(13) Have a student report on the minority opinion in the Plessy v. Ferguson case.

(14) Have students research and report on the various plans used to eliminate de facto segregation. In conjunction with this research, organize a panel discussion on "In order to promote integration, should the concept of the neighborhood school be eliminated?"

(15) After the Supreme Court issued its decision in the Brown case, President Eisenhower commented: "I don't believe you can change the hearts of men with laws or decisions." Have students evaluate this statement.

d. Employment: One of the problems, and perhaps the greatest, in the area of employment, is how to guarantee employment in a society which places emphasis on skilled labor. Attempts that have dealt with the equalization of employment opportunities have met with limited success.

(1) Research the employment section of the 1964 report of the U.S. Civil Rights Commission.

(2) Research what the current administration is doing in the area of employment.

(3) Report on the Fair Employment Practices section of 1964 Civil Rights Act.

(4) Research the arguments used by Senators and Congressmen for and against the Fair Employment practices section of the 1964 Civil Rights Act.

(5) Discuss the topic: The solution to the problem of Negro employment lies in the Fair Employment Practices legislation.

(6) In planning a future career, should race, color, or creed make a difference?

(7) Discuss the following: "Employment opportunities play a major role in determining whether civil rights are meaningful. There is little value in a Negro's obtaining the right to be admitted to hotels and restaurants if he has no cash in his pockets and no job." (John F. Kennedy.)

PART IV - ACTIVITIES FOR AN AFRO-AMERICAN PROGRAM

The following list of activities has suggestions that a school staff could utilize in its development of an Afro-American program. Any school-wide program will require cooperation from several of the departments and should by no means fall within the confines of only one discipline. Additionally, such a program calls for community cooperation as well as student participation.

a. Have knowledgeable and interested guests, preferably of Black African origin, give talks, lead discussions, and present slide shows.

b. Have the Home Economics Department direct costume-making.

c. Have the Art Department direct students in employing native tie-die techniques.

d. Have the Industrial Arts Department construct African musical instruments.

e. Have the Music Department form a band specializing in African music using student-made instruments.

f. Have students perform native dances under direction of Drama, Physical Education and Music Departments.

g. Have students, supervised by the Home Economics Department, prepare African foods and drinks. Recipes may be obtained from the Ministries of Information of the various African governments. Letters of request may be prepared and typed under supervision of the Business Education Department. Food and drinks may be sold and served by students dressed in costumes while diners eat and view performances of native dances and music. Money raised from various activities can be used to help further support an expanded Afro-American Program.

h. Have students develop pen-pal clubs with Black African schools on a class wide basis. This activity can be coordinated by the English, Foreign Language and/or Business Education Departments.

i. Have students teach mini-courses in Black African History and Culture to elementary school students.

j. Have students write, produce and star in a stage production with emphasis on Black African History and Culture.

k. Have students, supervised by the Home Economics Department, prepare a soul food banquet.

l. Have students teach mini-courses in Afro-American History and Culture to elementary schools.

m. Develop an extra-curricular Afro-American club.

PART V - AN ANNOTATED BIBLIOGRAPHY OF SOME USDESEA BLACK STUDIES BOOKS

FICTION

NX 0188-5103-003 The Invisible Man, Ellison. The story of a Negro's experiences in the South and the North and of his struggle to find his own identity in the forces of a society which conspire to render him invisible.

NX 0188-5132-003 Free Souls, Dahl. Fictionalized account of an event in American history that concerned a group of free, black men and a young former slave who mutinied out of human frustration and indignation.

NX 0188-5133-003 Simple's Uncle Sam, Hughes. Collection of 46 stories in which "Jesse B. Simple of Harlem, U.S.A., comments wisely and wittily on American life today as seen through his eyes."

NX 0188-5096-003 Tell me How Long the Train's Been Gone, Baldwin. Through a series of flashbacks, the novel traces the life influences, social development, and professional struggles of an Academy Award winning black actor.

NX 0188-5113-003 Native Son, Wright. Story of Bigger Thomas. He was a "nigger" in a white man's world and his crimes horrified the whole of Chicago. This novel captures the powerful emotions and suffering, the frustrations and yearnings, the restlessness and hysteria of all the Bigger Thomases.

NX 0188-5118-003 Hard to Tackle, Douglas. Clint Thomas, Monroe High right halfback, is puzzled and disturbed over the unreasoning and violent prejudice toward Jeff Washington, a young Negro who has moved to town. The whole town chooses sides as Clint is swept up in the confusion of conflicting loyalities and pressures. When all the windows of Jeff's house are smashed, a stand must be taken.

HISTORY

NX 0188-5094-003 From Plantation To Ghetto, Meier. General survey of the American Negro's struggle for freedom and civil rights. The account begins with the American Negro's African origins and traces his history to 1965.

NX 0188-5134-003 Negro Thought in America, 1880-1915, Meier. A study of the Negro's attitudes towards the social, economic, educational and political development of his race from Reconstruction to the entry of the U.S. into World War I.

NX 0188-5142-003 Black in White America, Freed. Photographic survey in black and white, of Negro life in modern U.S.A. - - north, south, urban, rural. Written commentary is mostly a report of interviews with blacks and whites on the race question.

NX 0188-5140-003 Black Soldier, Clarke. Story of the Negro soldiers of World War II - - how they lived, how they were treated, and how they fought - - as told through the army experience of George Bunty, the protagonist of the story.

NX 0188-5127-003 Pictorial History of the Black American, Year Inc. Provides general information and survey of the Negro in America, a pictorial account.

NX 0188-5120-003 The Negro in the Making of America, Quarles. Today's civil rights struggle and its three century background as seen by a famous Negro historian.

NX 0188-5116-003 Where Do We Go From Here: Chaos or Community? King. King examines the current status of the Negro's struggle for equality, reviews the growth of Black Power, reaffirms his belief in non-violence, and recommends use of the ballot and vigorous action programs. This work also contains King's views for success in the war on poverty and a discussion of the race problem throughout the world.

NX 0188-5099-003 The Making of Black America, Vol. II, Meier. Deals with the black community in modern America; concentrates on twentieth century America. Emphasis is on what Negroes did rather than on white America's treatment of Negroes.

NX 0188-5093-003 From Slavery to Freedom, Franklin. This book provides penetrating depth and insight into the study of the Negro in the new world. It has a very complete topic bibliography, and provides an index which enables one to find information on the American Negro. It is an outstanding source for research, and is extremely useful for lecture material notes and classroom readings. This book is available 1 per JHS/HS library in USDESEA schools and also can be purchased in paperback from Stars and Stripes.

NX 0188-5152-003 A Guide to African History, Davidson. Traces the story of the African people, in their long and turbulent history, from their earliest origins and their independent past through the days of the slave trade and to Africa today.

NX 0188-5150-003 From Race Riot to Sit In, Waskow. Covers the anti-Negro riots after World War I to recent sit-in demonstrations.

NX 0188-5097-003 The Negro Question, Cable. Reprint of interesting articles of a distinguished Southern white liberal of the 1880's on the solution to the South's color question.

NX 0188-5130-003 Black Chicago: The Making of a Negro Ghetto, Spear. Covers the rise of the Chicago ghetto in 1890-1920.

NX 0188-5114-003 Race: The History of an Idea in America, Gossett. Explores early race theories to the current battle against prejudice.

NX 0188-5115-003 Equal Under Law, Tenbroek. A documentary account of the men and forces that shaped our legal cornerstone for civil rights.

NX 0188-5129-003 They Had a Dream, Broudy. Collection of biographical essays discussing the lives of people instrumental in the black movement.

NX 0188-5117-003 American Negro Slavery, Weinstein. Deals with the major dimensions of the slavery experience, its origins, the slave, the master, the system itself and the residual effects of slavery on both black and white people in America today.

NX 0188-5137-003 Black America, Nearing. Describes the life and labor of blacks in the agricultural regions of the South and in the industrial districts of the North. Deals with the American Negro not as a "social problem" but as an oppressed race. Proceeds on the assumption that no matter how talented may be the Negro leaders, the white exploiters of the United States will keep the Negroes in subjection as long as the Negroes are willing to stay there.

NX 0188-5143-003 Radicals and Conservatives, Miller. The essays in this volume were written by Miller for various magazines or as polemical pamphlets published separately and first collected by him in 1908 under the main title, Race Adjustment. Miller's own reflection on radicals and conservatives, as types, among the leaders of Black America in his own time.

NX 0188-5122-003 What Jazz is all about, Erlich. A synthesis of all the elements that contributed to the development of jazz.

NX 0188-5100-003 The Strange Career of Jim Crow, Woodward. Focuses on the history of segregation.

NX 0188-5141-003 Protest and Prejudice, Marx. Part of the University of California Five-Year Study of Anti-Semitism in the United States, sponsored by the Anti-Defamation League of B'nai B'rith and conducted by the Survey Research Center of the University of California at Berkeley. Interviews on which study is based were conducted in late 1964.

NX 0188-5096-003 Prejudice USA, Hersburgh. Provides a closer look at the churches' accomplishments and shortcomings in combating prejudice, as well as the attempts of our other major institutions: government, schools, mass media, industry and labor.

NX 0188-5110-003 Civil Rights and the American Negro, Blaustein. A documentary history covering three conturies of acts, briefs, court decisions, Executive Orders, editorials, and public addresses. More than one hundred documents recording the victories and defeats in the unending quest for civil rights.

NX 0188-5095-003 The Black Panthers, Marine. History of the development of the Black Panther Party from its beginning in Oakland, California, through Huey P. Newton, Seale, and Cleaver. Provides a good analysis of the 1966 Black Panther Party platform and program. The author writes for RAMPARTS magazine and is quite critical of establishment values and traditions, yet remains very objective in his dealings with the methods and goals of the party in relation to the total society. THE BLACK PANTHERS should be read prior to Cleaver's SOUL ON ICE, and would be most useful and interesting to 11th grade and 12th grade students.

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NX 0188-5146-003 The Philadelphia Negro, DuBois. A study of the Negro community in Philadelphia at the turn of the 19th century.

NX 0188-5112-003 The Wretched of the Earth, Fanon. Discusses the role of colonialism upon underdeveloped areas of Africa.

NX 0188-5121-003 The Tenement Landlord, Sternlieb. Specific information about the processes at work in the housing field.

NX 0188-5119-003 Growing Up in the Black Belt, Johnson. Through life history documents, family case studies, individual interviews, aptitude and psychological tests, Johnson has provided a study in personality development, race relations and the effects of the rural Negro youth's membership in a minority racial group.

NX 0188-5141-003 The Impact of Negro Voting, Keech. A study that assesses Negro voting in two southern cities to determine how - - if at all - - voting insures equality.

BIOGRAPHY

NX 0188-5128-003 Citizen Toussaint, Korngold. Biography of the Haitian slave coachman and his men who led the successful slave rebellion against the French forces of Napoleon.

NX 0188-5139-003 Ralph J. Bunche, Fighter for Peace, Kuglemass. Biography of the Nobel Prize Winner.

NX 0188-5131-003 Dr. George Washington Carver, Scientist, Graham. Biography which describes how the delicate sickly son of a slave family grew up to become a world renowned scientist.

NX 0188-5107-003 There Once Was a Slave: The Story of Frederick Douglass, Graham. Tells how Douglass, a slave, escaped before the Civil War and became a leader of the abolition movement and was a friend of Abe Lincoln, John Brown, and William Lloyd Garrison.

NX 0188-5106-003 Your Most Humble Servant: The Story of Benjamin Banneker, Graham. A detailed and inspiring account of the 18th century Negro mathematician, inventor, architect, scholar, and planner of the nation's capital.

NX 0188-5109-003 Harriet Tubman: Flame of Freedom, Humphreville. Harriet Tubman led more than 300 Negroes to freedom just before the Civil War. An account of the woman who was a leader in the Underground Railroad.

NX 0188-5126-003 Pioneer in Blood Plasma: Dr. Charles R. Drew, Liebelle. Traces life of Dr. Charles Drew, showing the special hardships faced by Negro doctors. Particular emphasis is placed upon Drew's study of blood plasma and his tireless efforts and devotion to this field.

NX 0188-5144-003 Arthur Ashe: Tennis Champion, Robinson. Sports biography about the first Negro to play on the Davis Cup Team. Includes detail about the sport itself. Illustrations.

NX 0188-5101-003 Black Profiles, Metcalf. Biographies of 11 black individuals who have made significant contributions to the civil rights struggle in the United States during the last 100 years.

NX 0188-5153-003 Black Champions of the Gridiron, Young. Traces the careers of Simpson and Keyes from sandlot days to the pro-football draft of 1969. Gives a detailed analysis of each of their 1968 games. Career statistics in appendix.

AUTOBIOGRAPHY

NX 0188-5136-003 The Big Sea: An Autobiography, Hughes. Autobiography in which Hughes' many experiences are told.

LITERATURE, DRAMA

NX 0188-5147-003 Letters from Mississippi, Sutherland. Story of the 1964 Mississippi project told in the words of the young people who went south to teach or assist in voter registration.

NX 0188-5138-003 African Treasury, Hughes. A collection of 35 native African writers' works. Includes articles, essays, stories, poems and speeches.

NX-0188-5108-003 Book of Negro Folklore, Hughes. Anthology of Negro folk expression, presenting sermons and prayers, rhymes and songs, slavery tales, animal stories, superstition and magic, anecdotes, poetry and prose by Negro writers.

NX 0188-5134-003 The Unfinished Journey, Oakes. Anthology of the literature that followed each wave of immigration into the United States.

NX 0188-5135-003 Martin Luther King, Jr., Lincoln. Profile of King presented in the form of essays written by his contemporaries as they interpreted his attempt to scale his personal mountain as he saw it.

NX 0188-5148-003 New Plays from the Black Theater, Bullins. Wide range of plays from revolutionary plays to historical plays that are typical of plays being done in black theaters in black communities for black people by black writers and black playwrights.

NX 0188-5123-003 The Black Experience, Kearns. An anthology of literary works designed to suggest the importance of the black experience as a major influence on all American literary tradition.

NX 0188-5111-003 The Last Year of Malcom X, Breitman. Gives insight into ideas Malcom X had reached and problems he was still grappling with at the time of his death in 1965.

NX 0188-5102-003 Eldridge Cleaver: Post Prison Writings and Speeches, Cape. Collection of selections which are almost entirely from RAMPARTS and were drawn together while he was a fugitive unavailable for consultation. Produced to answer the need of people to come to grips with Cleaver's political ideas which evolved through contact with the outside world in the post SOUL ON ICE period.

NX 0188-5104-003 White Reflections on Black Power, Foger. Describes the major elements of the "Black Power" concept and considers the responses to it by both white and Negro critics. Written by a white person trying to honestly face current social problems.

NX 0188-5105-003 Black Reflections on White Power, Tucker. A black man's view of what he calls the racist white man's system. Contends that the system survives because of the apathy and complacency of the uninvolved majority.

NX 0188-5124-003 The Black Athlete: A Shameful Story, Olsen. Reveals a view of sports most Americans have refused to see. Combined five part series published by SPORTS ILLUSTRATED illustrating the case of the black athlete as a microcosm of the total racial problem in the United States.

HIGH SCHOOL BLACK STUDIES FEEDBACK SHEET

Each teacher is encouraged to write his reactions and suggestions on this form and send it to:

Curriculum Coordinator Social Studies
Directorate, USDESEA
APO 09164

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1. Which part of this booklet was most useful to you?

2. What additions and/or deletions do you recommend?

3. An activity, an idea, or materials pertaining to Minority Studies which I have found helpful in my classroom and which I would like to share with other USDESEA teachers is as follows:

Teacher _____

School and APO: _____

(Use reverse side and/or additional pages as required)